Adult Education Director/Coordinator Meeting Jones Center – Granite School District Wednesday, September 19, 2007

Welcome: Welcome and introductions were given by Marty Kelly, State Coordinator of Adult Education.

Adult Education Board Rules: A committee at USOE has been working on refining and consolidating Board rules, as adult education rules were scatter among numerous other Board rules such as school finance, accounting, and curriculum. The adult education rules have to be workable for the programs to find and use. The first section in the handout regarding these rules is a repeal (all of the crossed out pages), of the old Board rules as they stood. The new Board rules (the part that starts with the number lines) was read twice at the last Utah State Office of Education State Broad meeting and will go through the third reading at the board committee meeting on October 4, 2007.

The committee that reviewed the rules was very pleased with the rules and the fact that they were consolidated, were in-line with K-12; and that they addressed drop-outs and the WPU.

Marty explained the new the new Board rules and made comments as follows.

Definitions (page 1). Every definition that is viable or that has been questioned in the last year has been included. A presentation was made to the superintendents to inform them that the Board rules have changed with stronger advocation for the adult learner.

Federal Adult Education (page 4): adult education works through the Board of Education for all their funding streams. The rules adopted are based on the Adult Education and Family Literacy Act (AEFLA) or the Workforce Investment Act (WIA).

Program Standards (page 5): A: Discusses the adult education Policy and Procedures Guide on our website. B: Describes the need for programs to make reasonable effort to let people know about adult education (marketing) in your geographical area. C: Focuses on 16 year olds that are out of school. F: Describes funding. G: Describes local advisory committees. H: Reviews program site visits.

Fiscal Procedures (page 6). A: Describes state funding. B: Describes what districts shall receive. Other information in this section describes carry over monies. Some programs have carry-over money. They were cautioned that money must be spent by the end of the fiscal year (June). Use your money wisely and for your students, it is there for adult education to be spent and not for a "rainy day" fund. Consider running your program longer in the year. If you don't spend your money, it will be reallocated to other adult education programs as outlined in the policy. D: Discusses uniform deadlines. We are

trying to be consistent in so that everyone has same access and the same deadlines and accountability.

Pupil Accounting (page 7): The WPU must follow the student, if it doesn't then your program will not be receiving funding for that student. Part B starting on line 229 deals with serving K-12 student and still issuing a K-12 diploma programs will not be funded for those "super seniors." There is a code on Utopia for this. Line 237 states that if the program does not receive the WPU the student can be served but remember your program will not receive funding (these are the same as the old rules).

Line 240 was read and it was commented that you should not be seeing K-12 released students at this point in the school year because of lack of progress as it is too early in the school year to judge that. Students can be dual enrolled with you. They could be released for home school. Line 244 discusses students who have exited and there is no WPU. These students can only receive an adult education diploma, however if the student decides to go back into a K-12 program and their class has not graduated all K-12 standards will apply. GED credits cannot be applied towards a K-12 diploma. Line 250 D has more information about the WPU and was read.

Graduation and Program, Curriculum, Outcomes and Student Mastery (page 8): Some assumption regarding graduation requirements were made that did not happen, however, after the input from programs, this section (lines 258-402) is what the curriculum for graduation will be. Lines from 261 to 272 regarding the core curriculum were read. ESOL programs need to work closely with Sandi and her EL/Civics group and also refer to the ELL standards which follow the NRS guidelines. These standards can be found in the Core Curriculum guide at the State Office of Education. ABE programs should be working with Shauna and her committee who are working on standards for ABE. They are following the NRS guidelines as well. Course content (line 277) was read. Programs needed to meet the needs of the adult students based on a competency rather than seat time standards.

Any credit given in the state of Utah has to be issued by a licensed teacher (see line 283). The 24 credits (line 289) issued is driven by the students SEOP career focus. The SEOP process and completion of an assessment of a student, to know their functioning level, was stressed.

A state committee is putting together competency examinations to be used in K-12. They are working on a computer literacy examination, which has not been finalized or approved. The competency test will be an option, as to how the content skills can be assessed. It may cost \$100 to take that test, but it will exempt students from a class. Any test to CLEP out of a class is a one time chance for the student.

The courses and credits that students need for a diploma are listed in lines 304-322. This is in effect starting January 1, 2008. Prior to that (through December 31, 2007) students may qualify for diplomas by satisfying the requirements including prerequisites as outlined in R277-733 -7H (see lines 323 - 350). Adult education students proposing to

earn a diploma between January 2, 2008 and June 2008 who are not able to meet graduation requirement for 2008 due to special circumstances can be awarded an adult education secondary diploma after a review of the compelling circumstances and their credits by USOE Adult Education Director (lines 251-361).

The handout (with red writing) clarifies the differences in the changes in graduation requirements. Three columns are listed. The left side gives existing board rules or requirements (until January 2, 2008). The center section are K-12 curriculum standards. The right side gives the Board rule effective January 1, 2008 for those graduating after December 31, 2007. Information in red shows where there are differences. Adult education is aliening core graduation requirements with K-12 requirements as shown in this handout. This is expected to be adopted October 5th. The remaining pages show the graduation requirements through 2011.

In counseling with students, clarification should be made as to what their graduation requirements will be. Graduation requirements are not guaranteed, they are driven by the legislature; this is the same for K-12. We will roll all this into UTopia as soon as we can. You need to let us know if you are using the new or old graduation requirements or if you are doing a combination as that will make a different as to what UTopia is set up to do. These changes will be implemented in UTopia by October. Programs have until July 15, 2008 to clean up all program data, then UTopia will show students graduating and with which requirements. If a program does not meet the state standard for gradation requirements then the program will not receive funding for diploma outcomes.

Line 362 (page 10) is about informing student about the revised graduation requirements. When considering graduation requirement modifications for those with disabilities (line 367-371) remember the rigor that is associated with a high school diploma. Adult education diplomas must display on the diploma "Adult education secondary diploma" (line 388). Line 391 (Q) discusses accepting credits from other programs. The state office website has a list of accredited schools. Make sure if your school is accredited that it is on that list.

Information regarding the awarding of credits for graduation and the fact that the school district is the final decision-making authority for awarding of credits is cover in lines 396-402. School districts can choose to accept or not accept certain credits such as military credit, professional licensure credit, union trade certificates, or international credit.

Tuition and Fees: Tuitions and fees should not exceed \$100 and are to be reviewed annually by your local board of education. Adequate notice of fees is to be posted, therefore it should be on the program's websites (see lines 403-416). Please note H (line 432) fees collected must provided services that would otherwise not be provide for without these fees. Written assurances by the program superintendent or the CBO is covered in lines 435-446. Other information regarding tuition and fees was read, which included that funds cannot be commingled with community education funds (lines 447-458).

Business administrators must know that adult education spreadsheets have four categories which are state, federal (ABE prisons and institutions), and EL/Civics and any funds spent or collected need to be related and categorized in each of these categories.

Allocation of Adult Education Funds: This area has not changed much. Line 500 was read regarding the withholding of funds for noncompliance with state policy and procedures. It was said that so far two districts have had funds withheld because they did not submit their reports by June 30th and July 15th. CBO's will have their last check withheld also, if they have not submitted reimbursements by established deadlines.

Records and Audits: Audits are to validate student outcomes. Records are to be kept for perpetuity, because of the amount of paper this would require it was suggested that a scanner be purchased. Audits are to ensure valid and accurate student data and be maintained in UTopia (line 518-522). State office staff will be looking at this as will the independent auditors.

In answer to a question regarding core curriculum (page 8) Marty said that we follow the K-12 core standards but programs can and should modify the curriculum to meet the needs of adult learners. See line 259. A reminder was given that the ESOL curriculum standards are already written, the ABE standards are in the process of being written. These curriculum standards follow the K-12 curriculum, the K-12 for high school completion are already in place because they are the K-12 core standards (line 267). The NRS standards give the competencies within each of the categories (reading, writing, speaking, listening and work place).

A teacher must have a K-12 license in order to issue AHSC credit. There is not an alternative route for licensing to become an adult education teacher. A teacher could teach in a K-12 setting under their discipline for a year and then switch over to adult education (line 286). Weber State is offering week long classes during the summer to help teachers obtain their licenses; teachers may want to check into these classes. ESOL and ABE teachers do not have to be licensed at this time. Hopefully they hold a TESOL or ELL certification.

Accreditation: Ideas for Discussion with Superintendents: Jeff in discussing accreditation said that a student was denied entrance to college because his diploma did not come from an accredited school. Any student has a right to have his investment/education in our system equal to any high school. Options of how programs can become accredited: (1) programs can be accredited as a special purpose school such as Granite Peaks, (2) place the adult education program under the umbrella of an alternative high school (Horizonte) or (3) place adult education as a department under the high school. The following programs in adult education are accredited: Alpine, Box Elder, Granite, Salt Lake, Sevier, and Weber. Superintendents have received information the need for adult education programs to become accredited. Programs were advised to consult with their superintendent so that adult education programs can be accredited by

2010. Marty has a draft of accreditation standards that will be discussed further at the March 2008 meeting.

Spanish GED Classes: Mike Kirby and James Stephenson, teachers from Cache District, presented information on the Spanish GED classes being held in Cache adult education program. The English Language Center in Logan is a magnet for their classes; as most of their recruitment is by word of mouth. They also distribute flyers to manufacturing plants to advertise classes. The first class was started in January 2005; they now have started their 5th class. In accommodating their students who are shift workers; they hold classes Friday nights from 6 -9:30 p.m. and on Saturdays from 8-11:30 a.m. Their bilingual teacher works after class helping those in need of additional tutoring in certain areas, such as math.

Funding is not received for holding these classes until (or unless) the students receive their GED. Their students often have inadequate education and are so glad to obtain their GED. Not only does this help them in their own lives but they are better able to help their children by example and with their added knowledge. Success stories of those in their classes and how they were able to advance in their current job or obtain a job because they obtained their GED were shared.

Questions were entertained and the following are answers to those questions. The Cache GED students are all taking the GED test in Spanish, however, it does not state on the GED certificate that it was taken in Spanish. Immigrants are able to take GED classes, however, they need a social security number or a government photo ID (most have social security numbers) in order to take the GED test. This program is mostly a service project as the program funding realized is only if the student passes the GED. If the student is also in an ESOL program and is testing higher on the BEST tests, level gains can be counted. A handout regarding the text books information was distributed. UEN is developing study materials for the Spanish GED, Nate Southerland would be the contact person for these materials.

Katie Jenson from English Language Center said that as these students pass the GED they have a real desire to continue learning other things. It also helps them in obtaining their citizenship.

If a program accepts a Spanish GED to use it toward credit completion it cannot be counted as Language Arts credit towards a high school diploma. If you are providing services for a student as an ESOL student you can count those contact hours. Adult education will be a big part of the immigration bills that may be passed in Washington DC.

Break

Advising Latinos: English Brooks, from Snow College, gave this presentation. He gave background on the name/term Latino and said this term was adopted by the U.S. government in 1997 in order to move away from racial terms; it means someone from

Latin America of any race. The terms Hispanic and Latino are often used interchangeably. In Sanpete County the adult education population consists of about 80-85 % farm, turkey processing or dairy farm workers. These students are mostly Latinos. English works closely with Snow College for help in advising these students. English said it is important to not group all these students as having the same goals or even the same background. A handout listing of community organizations, businesses and resources for the Sanpete area was given to those who were interested. Other programs told of services available for Hispanics/Latinos in their areas. These students can also be referred to church sponsored groups to help them. "Ready to Learn" is one such program. A Spanish SEOP is available in UTopia for program usage.

TABE Work Books: Cindy Kruger and Amy Boettger, from Jordan School District, presented information regarding their success with the use of TABE workbooks in Jordan's adult education curriculum. Students are tested on TABE and in areas in which students are not up to level they offer the use of TABE workbooks. This is not a standalone program but is supplementing their class work. These workbooks take about 10 - 15 hours per book for students to complete. Statistical figures were given to show how their students who chose to use the workbooks did better in their progression and improvement of their lowest entering functioning level at a faster pace. Since these books are offered as an option for their students some do not take advantage them. Samples of books which come in various levels were on display as was the McGraw-Hill catalog. Using these workbooks is a way to improve student level gains and thus increase program level gains.

The comment was made that Oregon State has an adult education program where students are recognized for their level gain achievements at a special program (family invited).

Academic Accommodations: Susan Loving from the Special Education Department at the State Office of Education gave a PowerPoint presentation entitled "Accommodations for Adult Learners." She had a handout to accompany this presentation in addition her PowerPoint presentation which is on the USOE – Adult Education website – Teacher Resources – Lesson Plans/Standards/Strategies – Accommodations Presentation.

Eligibility: IDEA (Individuals with Disabilities Education Act) provides rules about accommodations for those who have a disability that affects educational performance and are in need of specialized instruction. IDEA provides funds for these services. Sec. 504 and IDEA are civil rights legislation preventing the access to services based solely on disability.

Documentation: If someone requests accommodations and a program says "we don't do that here," that is a civil rights issue. Case laws have actually held the educator responsible for not providing the services. Be cautious about what you will and will not provide. Section 504 and IDEA has a pretty broad determination for eligibility. However the diagnosis must be from someone professionally qualified such as physician, psychiatrist, Office of Rehabilitation, VA or Social Security Administration.

Modification/Accommodations: Modifications would be changing the requirements of the program for students which programs do not need to do. Programs are to provide supports so that the individual can meet the requirements. It is leveling the playing field.

Discussion Principle and in discussing accommodations: Providing accommodations should be a discussion process between you and the student and should be based on individual needs. When you find that an individual is eligible for accommodations they must require the accommodations in order to benefit from the educational services, however it doesn't include accommodating "things" that are not in your program such as baby sitting and transportation. Accommodations could include physical, instructional methodology and assessments.

Course requirements should not be changed or compromised to accommodate disabilities; rather, the way material is presented or the manner in which the student responds may be different to accommodate their disability. Accommodations should not take the place of remediation such as instruction in reading comprehension and decoding. If remediation does not work then you may need to provide accommodations.

Unfortunately the 504 is unfunded, so if your student needs specialized or adapted equipment to help with accommodations then your program may need to appeal to special education department for help with the accommodations. If the students are adults and under the IDEA then you will need to look within your own system to provide those resources or you can work with another agency. Lack of funds to purchase equipment is not a good reason to not provide the needed equipment. You may need to do creative financing in order to provide what is needed.

Simple things like reminding the student when an assignment is due or providing a fatter pencil or a different font type to read may be all that is needed as an accommodation. Some students may need help staying on tract or have other visual or physical problems. Find out what they do at home to accommodate for themselves.

The manner in which material is presented may not be the best way to provide accommodate for the student's disability. Talking or lecturing is often the least effective way to teach. Do handouts work for them? Do they need more breaks?

Types of Accommodations: (1) Presentation: Make sure your magic markers work and that the overhead projector does not have a glare. Writing on the board while talking can be a problem for those listening, who often cannot hear when your back is toward them. (2) Response: The students may need to give answers orally or on a tape recorder or you may need to let them mark answers in the test book and have someone else transfer those answers to the scan sheet. (3) Setting: The room may be large with poor acoustics, thus the student may need to sit on the front row. Some students with ADD may need to be back a row so they can take cues from others in the class who are around them. (4) Timing: This can be the rate of response needed to answer questions. Extra time for test

taking may be needed. (5) Temporary Accommodation: such as the case with a broken hand, while this is temporary it will still need accommodation.

Reviewing Accommodations. Review the accommodations to see if they are working. Often they are so intrusive that the student may not be using them. Think of how the 40 year old may feel having an 18 year old read to him/her. Often in the K-12 program students do not use accommodations because they are embarrassed. You may need to ask the student why they are not using them.

Could the student master the objective of the lesson because of the accommodation? You may not have provided the resources for the student to be able to accomplish the activity. It may be that the book was not available for the amount of time the student would need to read it. Was the student able to master the objectives of the course because of the accommodations? This does not mean that the student successful passed the course which may not be due to lack of accommodations. Perhaps they may have not studied. Can the students participate in the class discussion and work in groups? Look for these things

Resources: Other valuable resources were discussed. The "States Special Education Rules" website contains information about qualifying a student's eligible for each of the thirteen disability categories.

The website for Section 504 is the K-12 educational equity section for 504. There is some good training information about section 504 eligibility requirements and information about the rights of those with 504 plans. Brian Nelson in risk management is the pro for 504 and ADA questions. He can also answer FERPA questions pertaining to the release of confidential information.

The Services for the Blind and Visually Impaired have Braille readers and can provide teachers for those who are blind or visually impaired. Website information about other departments which help those who are hard of hearing and schools for deaf and blind is listed on the handout. The Utah State Library and public libraries are a good source for books on tape.

Contact information for USOE Special Education Staff, Susan Loving, Christine Timothy and Janet Gibbs at the state office is listed. While these specialists deal mainly with K-12 students there is overlap into adult education.

In answer to a question regarding ESOL and special accommodations Susan said that under Section 504 you are not required to change the whole ESOL program but are required to make accommodations so that the student with disabilities has access the program.

It was mentioned that the prisons have prisoners who are in need of special accommodations, and their needs should be considered and accommodated.

"The Resource Guide for Serving Refugees with Disabilities" was distributed and discussed.

Lunch

Demographic Trends Impacting Policy and Planning in Utah – Pamela S. Perlich, Ph.D Senior Research Economist, Bureau of Economic and Business Research, University of Utah: Pamela stated that she was happy to be presenting at the Directors/Coordinators' Meeting explaining that adult education is on the front line of the demographic changes in the education system. She explained her objective in her presentation was to provide a "bigger picture" of the changing demographics of the state, and to give programs something to think about their planning, strategic planning, what they might expect into the future and maybe ideas as to what is driving the change.

Copies were disseminated that followed the presentation. A hard copy of Paula's handout/ presentation is attached for reference.

Pamela indicated she had been presenting this kind of information since Census 2000 when people stated they were so "shocked" at the demographic changes occurring in Utah; people would tell her the figures couldn't be Utah. Within the last three years people are realizing the changes in Utah. Pamela used an analogy of a fork in the road: there is a group of people thinking this change is incredible because Utah has this reach all over the world of all these people coming here, entrenching Utah with global economy, cultural richness, etc. and they want to make everything work for the future. Then there is the other group of people reacting against the change and wanting to stop the growth, and send people back.

Pamela concluded that not just the recognition of the changes is necessary for Utah, but how Utah accepts these facts and moves forward will be an important role for adult education.

Marty emphasized we need to recognize our population has shifted and come to "grips" that adult education is not just serving high school completion students any more, but that we must meet the needs of everyone's Entering Functioning Level no matter where a person originates from.

Teaching Parents at School (English Skills Learning Center) – Katherine Barnhart Katherine explained their organization is accommodating and flexible in how they delivered ESL classes which made them unique. The English Skills Learning Center is a non-profit organization. They do not have a building where classes are held on a regular basis. Volunteers are trained to go into the communities to tutor and teach English at whatever level people need it, and at whatever time is best for them due to various problems such as childcare and transportation. They also help people with practical tasks such as how to use the telephone, answer the door, sort through mail and general basics helping them build self-confidence.

Katherine talked about a program called, Empowering Parents. She said at the request of non-English speaking parents, her group is working in elementary and middle schools teaching English to them while their children are attending school. Volunteers are needed to teach classes and socialize with parents who do not speak English. She indicated when kids in a family learn English, a gap grows and they do not respect their parents. This approach helps parents gain control enhancing parenting skills.

Katherine also talked about her participation in a consortium of a non-profit group helping At-Risk youth that are foreign-born with parents that do not speak English. They are at risk for drugs and gangs, violence, and dropping out of school. Emphasis was placed on looking for literacy organizations in communities that provide free ESL classes. Kathleen indicated parents recognize education and reading are important, and hopefully the relationship between children and parents will be enhanced rather than deteriorating.

Kathleen was referred to Gloria Hampsky, in Ogden, who has a group of Americorp people who are specifically trained for literacy. Their jobs in addition to teaching are to recruit more volunteers. A suggestion was also made for people who want to pursue Americorp, to contact Kathy Smith, who works for the Lieutenant Governor's Office, at the State of Utah for Volunteer Community Service.

Distance Learning Group – Marty Kelly

Marty explained there is a pilot group for distance learning this year involving North Sanpete, Box Elder, South Park as a prison, Jordan as a large urban, and Alpine. They are evaluating curriculum that can be used as a distance learning program and eventually may be added to the adult education website as resource curriculum. The pilot is determining which programs should be used across the state, and is beginning to put those pieces together. Marty said the ABE and ESL standards are still in development. She mentioned and adult education consortium is being developed and will involve program directors from the regions.

Director Responsibilities for UTopia – Toni Myers

Marty reviewed the past, present and future dates of the training courses and reminded the group these sessions are not for "new" people. Marty emphasized it is the responsibility of the programs' UTopia users to bring their people up to speed.

Toni addressed questions regarding UTopia, disseminated a couple of documents, and proceeded to highlight the following items in a Power Point presentation:

Presentation: Toni began by reviewing what has been completed, what is in development, and what is in the queue. There was some brief time allowing for questions and answers under this section.

Your Role as it Relates to UTopia

 You as program directors are ultimately responsible for the data in UTopia and keep it secure at all times. Toni emphasized that means don't have a staff that are "unauthorized" to be the UTopia administrator or do not have all rights to do everything. USOE adult education is not in charge of security; programs are in charge of security and should take ownership.

- Program directors delegate the day-to-day operation of UTopia to your UTopia administrator. You can be the UTopia administrator if you want. It is a lot of work.
- Program directors decide who has permission to complete various tasks in UTopia. The UTopia administrator grants permissions within UTopia. Your UTopia administrator has all permissions. Toni explained the first thing the program director does to appoint a UTopia administrator is go to the program Definitions Screen and indicate a person who is now the program administrator, click on save, and that name/person then has all rights to do anything in UTopia.

Only one person at a time fills the roll of UTopia administrator. It is the person whose name appears on the program Definition Screen. So if your UTopia administrator has all rights, you cannot have rights, you are put in as a staff member with all the permissions on the permission screen that do not have the grade-out boxes. The grade-out boxes are reserved for the UTopia administrator only. You will have fewer rights.

- The UTopia administrator should know all aspects of UTopia backwards and forwards
- The UTopia administrator is responsible for communicating information to and from the USOE to the rest of your UTopia staff. When Toni emails to UTopia administrators they are responsible to push that information out to everyone if it is applicable.
- When your program temporarily or permanently changes, UTopia administrators are responsible for informing USOE. Toni emphasized UTopia administrators to keep adult education currently updated on changes so information that is pushed out gets to everyone and doesn't get backed up in a UTopia administrator's email for a long time while they are out of the office.

Toni and Marty reminded programs to email the webmaster with questions or problems. Questions, answers and discussion involved legal concerns, UTopia glitches that need to be checked, entering scores and not scales scores, various scenarios of enrollees, and what programs/districts should be receiving credit.

Toni continued by addressing the flow chart, indicating the four steps below were the preferred way to reach the adult education staff most efficiently. Whoever is "on call" will be there to assist with problems.

Utopia Tech Support Chain

	Your Program	Administrative	Utah State Office
Your Staff	UTopia	Tools on UTopia	of Education
Member	Administrator ⇒	Web Site	
⇒		⇨	

(Toni went to the next slide)

How Program Directors can Help – Toni reviewed the bulleted items

- Realize that UTopia will determine your State funding.
- Make sure your staff are using UTopia and are entering data in a timely manner.
- Make sure your UTopia Administrator has time to learn all aspects of UTopia.
- Try to follow the USOE's tech support chain.
- Cooperate in a timely manner with other programs as you work with transfer and concurrent students.
- Make sure your program emails to Toni, this week, a description of the top 5 reports your program needs.

Toni addressed and explained the reports she had passed out indicating they revealed what programs/districts were using UTopia. Marty interjected and stressed that this is the funding formula for next year, and <u>everyone</u> is required to input their data or their funding will be pending. (It is one of the assurances.) Toni concluded her presentation and expressed she felt all the updates had been addressed

Marty indicated a lot of great questions had been asked and welcomed the directors to attend the UTopia administrators' refresher courses. She emphasized to directors UTopia is "their program," that they are responsible for, and the program's outcomes.

Wrap-up

- Marty reminded everyone that adult education needs a list of the programs' ABE, ESL teachers and high school teachers. Marty will distribute a form to directors next week asking for their emails, phone numbers and their names.
- Sandi announced that the ESOL facilitators, who were identified by programs
 throughout the state to be trained for ESOL training, will be contacting teachers to
 schedule additional ESOL instructional classes. This training may be new
 refresher courses. The facilitators are supposed to make sure training sessions are
 off-hours and not during regular contract time. The teachers will be paid to attend
 so they won't have to lose money when they come. The amount paid depends on
 the length of the training.
- Sandi reminded the group that the scholarships for the Mountain Plains
 Conference in April go to teaching staff, (ESL, ABE) and asked that the
 scholarship applications are returned.

Adjourn: Marty thanked everyone for their input and great work. She said they were awesome, and told everyone to travel safely.